Interview with [P10]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher

OK. So again, thanks so much for being here. And yeah, just again to give you a very BRIEF outline of the project, we're looking basically at WHY it is that English is becoming increasingly used um at European universities. So we're looking at different countries. My PI, she started looking at the Netherlands because they were quite early implementers of English language programs. I've been tasked with Austria, which is why I'm here ((laughing)), um someone else, or I, might be looking at Spain. So we're basically looking at some different countries and trying to get additional countries to look at different kind of stages of what we think is a TREND basically towards a greater amount of English.

So yeah, to start with, just to warm up a bit, also just to let you know if you'd like to throw in some German expressions or whatever, feel free. I've I've put the transcription on English, but it doesn't matter because I've got the audio and I can listen to it and I can change it myself so.

[P10]

You understand German?

Researcher

Yeah. So if you have something, you know you feel you can BETTER express in German or you have some PHRASE or something you want to use and that that is in German, feel free to to throw that in, are are you OK um doing the interview in English mainly.

[P10]

Yes, it's OK.

Researcher

OK, that's brilliant. So yeah, just to warm up, could you maybe just tell me something about your role in the [governance body] and what it involves um just briefly.

[P10]

I'm [redacted identifying information]. And I have a long time of experience, I would say. I started [year] and NOW in autumn I will start my [#] period.

Researcher

Wow, OK ((laughing))

[P10]

Yes, OK. OK. I I think I can overlook [#] YEARS of development and yes, it's it's very it's very, it's a very interesting job. And there are always NEW challenges, and YES this is my situation. I am, the [case study university] is [redacted identifying information], you know, I think we have more than [#] teachers, scientists and administration staff. Uh, we have [#] student, [#] students about. And we, there I would say are a little bit more than [#] ACTIVE, active students means uh mean that they have more than 16 ECTS per study YEAR. And the others are NOT active or only in a small amount.

Researcher

Can I, can I ask, has this definition of active student CHANGED recently or has it always been based on the credits?

[P10]

Umm, no, it's a definition. We work it, it's a working definition. It's relevant for our financing situation. This is relatively NEW, but the definition is constant.

Researcher

Right, right. So the finance changed in 2018 or was implemented 2019 and now you get about a third according to the the teaching, is that right? A third of your budget allocations, something like that?

[P10]

It's not a third, no, no, no, not so.

Researcher

Not a third? ((laughing))

[P10]

No, no, no, no, no. Ohh, I'm not SURE it. Please ask our [governance role]. Is it important for you?

Researcher

No, no, no, it's not so important. Don't worry about it. And no, I, that's where I came across the definition of active students. So that's just why I was following up on that. So um so you've been [redacted identifying information].

[P10]

Yes

Researcher

Brilliant. [Redacted identifying information]

OK, alright. So um looking at your development plans, I and I, I looked at them over YEARS and I saw that the most RECENT ones that English is becoming more visible in the actual plans. So whereas previously maybe you mentioned foreign language, NOW in the most recent one it's been replaced with ENGLISH. So it's clear that ENGLISH is THAT foreign language in in the main. So it's wondering why you think English has become more visible in your development plans recently or for for the most recent one. Is this a trend you've noticed or umm?

[P10]

I think it's the consequence of our internationalization in the staff, first of all, we want to be ATTRACTIVE for RESEARCHERS from all over the world, not only for from the German speaking world ((laughing)). And I think it's the consequence of our internationalization in RESEARCH. And therefore and at the SECOND factor is, I would say that the MAIN language in a LOT of fields changes and English will become the DOMINANT language in, I would say the social sciences too, in sciences for a LONG time, and therefore it's a consequence that if if the LITERATURE, the RESEARCH, REPORTS and so on are mainly in English, you TALK about it in English.

Researcher

Hm-hm. Right, right. Kind of can I ask are you-

[P10]

AND the the, the the third the third important factor is especially on the MASTER'S level, we want to be attractive for international students too. And if you want to attract international students, especially on the MASTER level and on the level of the PhD and the doctorate, uh, you HAVE to offer English language programs OR English language lectures and seminars. And in on the bachelor level, it's not so strong the this development, we have a lot of, MOST of our programs in German AND in English on the BACHELOR'S level, but the number of studies on the MASTER'S level INCREASES uhh with English as main language.

Researcher

Can I, can I ask you where, where does this DRIVE come from to to want to get international students for MASTER'S programs? What is the REASON for, you know, WANTING to get master's international students?

[P10]

I think it's a conse- ONE factor is the consequence of uh the CHANGE from DIPLOMSTUDIUM to BACHELOR Master's program. And we have short, shorter programs and master OUR bachelor program and the master program, and on the master level es- especially for YOUNG researchers for for people who are interested to COME to a SPECIFIC person, to SPECIFIC researchers all over the world, they want to go to the best PLACES in a special field. You have to be ATTRACTIVE for this group of students.

Researcher

Right, right.

[P10]

It's a consequence of the globalization of the scientific uh SCENE.

Researcher

So um I mean this relates to the Bologna process, doesn't it, this change from 'Diplom' to bachelor's AND master's.

[P10]

You you have a 'Zäsur', you have, you ca-, you have to DECIDE twice.

Researcher

You have to, sorry.

[P10]

STUDENTS have to make a decision, FIRST where will we, will I study my bachelor and a second decision what, where and what will I study on the master's level? This is a completely NEW decision for students. They are informed but they are uh, they are a POOL of people who are MAYBE our 'NACHWUCHSFORSCHER'.

Researcher

Hm-hm. Yeah. But of course, many of them WON'T be. I mean, not all of them will become ECRs, will they, I mean early career researchers.

[P10]

Yes, but it's a POOL of our of our potentials, HIGH potentials.

Researcher

OK, that's good. So the yeah, so the visibility in the in the development plan, it shows English itself, but when I look at the NATIONAL development plan, they don't mention language anywhere in the CURRENT one; in the previous one, they mentioned something very short about foreign language. But the CURRENT one is focused very much, they've EXPANDED the concept of internationalization. So is this uhm does-

[P10]

Which DOCUMENTS do you mean uh national?

Researcher

Sorry, sorry, I'm I'm talking about the the NATIONAL development plan. So the BMBWF

[P10]

GUEP?

Researcher

You know that they have they have a 'Gesamtentwicklungsplan'.

[P10]

Gesamtösterreichischer Entwicklungs-, GUEP, G-U-E-P

Researcher

OK.

[P10]

Yeah, but it's IRRELEVANT for the [case study university] ((laughing)). We make our OWN decisions. And we, for US, internationalization is an important FACTOR. It's an important AIM, and we want to be ATTRACTIVE as a scientific LOCATION, as a scientific UNIVERSITY for scientists all over the world. And yes, GUEP, OK, it's a political document, but it's not relevant for OUR decisions ((laughing)). 'Oder' not NOT in this case.

Researcher

Sure. I was just wondering for the um for the development plan, it's USED in negotiations with the BMBWF for the performance agreement, isn't it? So it's used in that way, so although it's public, so I can see it and potential students can see it, it's not DIRECTLY a marketing instrument, it's also something that HAS to be produced because of the Universities Act 2002. And it's something that you HAVE to give to the BMBWF. And it's something that you have to USE to negotiate the the 'Leistungsvereinbarung' with the BMBWF. So I was just wondering because English is so visible in the document, if this is a kind of shorthand for internationalization, it signals, does it signal internationalization in some way maybe or?

[P10]

Yes, for us, we are the I think the [redacted identifying information]. And yes, and we WANT to be a research university. We HAVE a lot of students, but we also are in a city. The city is very attractive to live here. You know the rankings, the international rankings, [case study university] is [redacted identifying information], and therefore we are an INTERNATIONALLY attractive location as [case study university] for researchers in different fields in the sciences and in the humanities too, and not ALL the universities in Austria uh AIM at internationalization in such a way than the [case study university].

Researcher

Right. OK.

[P10]

It's a CONSEQUENCE of our POSITION.

Researcher

OK, alright.

[P10]

I think.

Researcher

So the other-

[P10]

AND it's it it it I would say it was it starts [year]. Umm, the rector, [name], he was the first rector in the UG2002, and for HIM internationalization WAS an important ASPECT of the change process in the [case study university]. And it, we want to be ATTRACTIVE, we want to be LEADING in, in, in, in some FIELDS in an international sense and yes, internationalisation is ONE important 'Voraussetzung' ONE circumstance one prerequisite you have to, COMPETITION to to STRENGTHEN the competition at the [case study university].

Researcher

Right, right. So you're-

[P10]

Yes.

Researcher

And with the other universities in Austria, like the PUBLIC ones, not like Universities of Applied Sciences but other PUBLIC universities and Austria, they have, if they have LESS of a focus on internationalization, how do they make up for it? Or you know, I mean obviously they want to be competitive too, are they competitive in a different way then, do they try to attract home students more or um?

[P10]

((Raises hands in air)) I don't know it. You have to ask the other universities ((laughing)).

Researcher

Yeah ((laughing)).

[P10]

Sometimes they have a smaller field where they are attractive. Or or they are attractive for the students in the own region. Or they, we have very good, I would say technical universities, the [name of university] is very attractive. They are international too, I would say umm.

Researcher

Is a technical university the same as the University of Applied Science?

[P10]

No, no, no, no, no, no, no, no, it's different.

Researcher

No, that's different. So it's also a public university.

[P10]

It's a public university. We have a all over comprehensive universities, we have technical universities, we have medicine universities, we have uh universities for economics and business, we have uh art universities.

Researcher

OK, yeah. And they're all public universities.

[P10]

These are all public universities.

Researcher

Right. So with this increasing drive for English that you've mentioned also for master’s programs, have you ever encountered any-

[P10]

Master's and doctorate, I would say.

Researcher

Yep.

Researcher

That's related to the doctoral schools, isn't it? The the doctoral ones? So, umm, have you ever encountered any kind of resistance from staff or students to having English?

[P10]

Yes, we sometimes we have discussions.

Uh, we have discussions, because we WANT it, we want that our staff LEARN English uh learn German in the first 2,3,4 years and they should be able to TEACH in English after three or four years, in general, ALL of our staff.

Researcher

In German, but the international staff, sorry?

[P10]

So sorry, the international staff, yes, should be able to teach in German after three or four years. And sometimes it is very difficult for scientists to learn GERMAN enough and to be able to teach on the bachelor levels on the introduction level for the beginners, yeah, on a bachelor's study program. Therefore, sometimes we have discussions about the language competences, the German language competences of researchers. Sometimes, if they cannot speak German enough, the very LARGE lectures have to be hold from senior lecturers or from the OTHER researchers who CAN speak German, and sometimes we have discussions about that, AND we have discussions about the different level of language competences.

Uh, we have uh students from the Eastern Euro-, from Eastern European countries or from Asian countries, and it DEPENDS, but sometimes they are not very good in English and they are not very good in German, and so we HAVE problems with students who do not have ENOUGH language competences in general.

Researcher

Right, right. So-

[P10]

But I think this is a problem, you KNOW this. You have it in in England too, I would say. The language competencies for for SCIENCE, you have to be good in language.

Researcher

Right, sorry, in the [case study university] you, for the German courses you have a C1 requirement but for the English ones you have B2 uh requirement. So where where does this discrepancy between language competence come from, or what is the reason for having, setting such a high level for German but a lower level, say for English? Do you know what the reasons are for that?

[P10]

Uh, we, I THINK it's the consequence of the law. I think the uh the the German level students can 'bewerben' can APPLY for a study program if they have able and no it's it's a decision, it's sorry, sorry, it was, it's NOT UH defined by law. It was a decision I would say 5, 6 years ago, we have a discussion in Austria to have the ALMOST the same level in German, and we make uh study to compare the different levels with uh German universities too and we saw that MOST of the universities in Austria AND in Germany have C1 as the starting level, and therefore, and we we saw that it is very difficult for students on the level B2, B2 is a large scale, you know, and you can have a LOWER B2 level and a higher B2 level, and the higher B2 level is near to C1. And yes, therefore, we saw that a LOT of students with a B2 level uh HAD problems with the requirements in the study program, and it is not good for students to struggle with language AND with the content too.

Researcher

Right. But in English it's B2, so yeah.

[P10]

In English, it's B2. Yes, I think this uh in in, in, in English study program not and so on as in language studies. But I think the background is that the most problems we have in English are in sciences.

Researcher

Umm.

[P10]

And SCIENCES are not so LANGUAGE orientated.

Researcher

Right. OK.

[P10]

You you CAN STUDY and finish a program with LOWER language competences in sciences; in SOCIAL sciences or in HUMANITIES, language competences are crucial. In the SCIENCES you can you can get the degree, the lower in a language competence. And the scientist said, we talked with our colleagues and they said B2 is OK.

Researcher

Right, right. Yeah, I've heard that as well.

[P10]

Maybe. MAYBE we change it in the next few years. I can, but at the moment, there's no discussion about this topic, but maybe which we will discuss new.

Researcher

So so you mentioned that, excuse me, you mentioned that at BA level, well, I mean OFFICIALLY they're in German, aren't they, but you mentioned that there's a certain amount of ENGLISH teaching that also goes on in BA level, but I'm wondering is there any reason um, do you think that BA programs might also be vulnerable to becoming dominated by English? Or is there anything that would prevent that from happening? Because at the moment there's quite a big disting- distinction, at least OFFICIALLY in terms of language, because BAs, they're all in English, except for this, uh sorry, all in GERMAN officially, except for, you know, [subject area], which is subject relevant anyway.

[P10]

Yes.

Researcher

And so is. Is there any reason why officially they're German, or is there anything that might prevent the same kind of shift you're seeing happening at master's and doctoral level at BA level, do you think?

[P10]

I don't think so.

Researcher

So you think it's possible that English may become more and more used at BA level too? Or.

[P10]

I think, uh, the BA studies have more regional circumstances and more, we want to be attractive for students from Austria, for students from other countries around Austria, but the the the aim AND the topic of uh, COMPETITION and INTERNATIONALISATION is MOSTLY irrelevant, beginning from the master's level. And we we have a a demand, we have an 'Auftrag' we have 'eine Verpflichtung', we are RESPONSIBLE to educate a BROAD range of students on the bachelor's level. And I think it's important to educate them in German AND in English. English is an important language it, in the working reality, English will play an important ROLE for a lot of our graduates. But I DO not think that that trend to come to switch the FULL program into English, I do not expect it for studies on the bachelor's level.

Researcher

OK. Yeah. Sometimes um when I talk to people, they they seem to believe that the the BA programs are are kind of almost PROTECTED by law, so they it's almost like people have a strong belief that they they should be in German. But then I guess it's what you're saying it's the nature of the program, what it's there for. So it's there to, to accommodate Austrian students mainly.

[P10]

MAINLY, but we are OPEN for other students, but it's our aim and our responsibility to educate a broad number of Austrian students.

Researcher

So it's like a kind of sense of social responsibility that that you have.

[P10]

Yes, TRUE, yes.

Researcher

OK. Um, so I'm wondering in terms like you mentioned that you don't feel that the the document, say the National development plan, the GUEP or whatever you call it ((laughing)), it's very, has much of an impact on you. But how about, so from above, from the BMBWF you don't feel it so much, um how about from your level downward, so in terms of target agreements for faculties and centers, do you ever mention the language of academic programs in TARGET agreements or or not?

[P10]

Yes, yes, yes, yes. We talk with our colleagues, we talk with our teams, and we with our study program managers about the language in our studies. Sometimes it's a topic of the comprehensive evaluation and we agree that we want to change in the next one, two, one or two years. We did it in [subject area], for example, in [subject area], in [subject area]. Yes, it's an ONGOING process.

Researcher

Yep, OK.

[P10]

And in the last year, I would say 10 years ago, it was a discussion with a uh with a hidden political agenda.

Researcher

Uh-huh. OK ((laughing))

[P10]

And yes, yes it was, it was important, German as an SCIENTIFIC language, and we have to STRENGTHEN the German COMMUNITY, the German as a SCIENTIFIC language, but in the in the last few years, I would say the uh 'Weltanschauungsdiskussion', do you understand?

Researcher

Yeah, the world view, yeah.

[P10]

Which, uh which language should be the scientific, the dominance and scientific language? This discussion, this principle discussion is NOT SO strong and so, SO important than the the pragmatic questions, how we can be attractive for students and for researchers.

Researcher

Why why do you think-

[P10]

And if you have MORE colleagues from different countries and when you talk to them, you HAVE to use English and if more colleagues from with, with Ger- uh with English as their working language, you have to discuss the question how we can USE them in our programs. And then you have to change uh SOME lectures and seminars in English. It's it's a practical consequence. It's not a discussion of 'Weltanschauung' ((laughing)). Then it is a discussion of the SITUATION and what it uh NEEDS.

Researcher

And that, has this kind of 'Weltanschauung' actually changed as a CONSEQUENCE of these practical concerns? Or you just think it's just not relevant anymore at all?

[P10]

No, it's it we HAVE sometimes we have discussion about 'Weltanschauungsfragen' but it's it's a I would say it's a process in, in, in, in the direction of pragmatical decisions, uh but sometimes it's 'Weltanschauungsfragen'.

Researcher

So what, what kind of people would present this uh, discourse of, of NEEDING to maintain or strengthen German as a scientific language? Is there any kind of, are there any subject areas or or any types of people who would take that stance in in the-?

[P10]

Both. Both both. Sometimes uh subject, and you know in some fields the German scientific tradition is extremely strong. Uh and sometimes it's a it's the question of the mindset of a of people who are I would say NEAR to the retirement and it's an OLD mindset. And in SOME fields in the, it's almost in the MORE in the humanities, you have a STRONG German speaking scientific history and tradition, and in this case it is better to use German as the STUDY language and the TEACHING language.

Researcher

So I mean, you take all of these things into consideration, obviously. So does it sometimes mean that you WON'T change to English or WON'T implement a new program in English or or do you kind of see it as inevitable that eventually it will become English or?

[P10]

((Shaking head)) It is, it depends on the special case. We want to empower our researchers and our staff to switch into English as as a working language, but it depends on the special case.

Researcher

Yeah.

[P10]

If it is a BAD English uh, it is better that it is, it is better they teach in GERMAN on a, it it's a question of QUALITY. We want to have QUALITY. This is the most important aspect. The language aspect is second.

Researcher

So you never, I mean, from what I understand, these this happens through like you say it's a PROCESS and it's a process of discussions as well. So it's never just a kind of coming down in a target agreement is it, the target agreement itself is informed by discussions from from the units, right?

[P10]

((Nodding)) Yes.

Researcher

So right, yeah. So have you ever had the case where, say, someone from the bottom has been, you know, that that the, the, the desire for change has come from the bottom up. So somebody say like a a course leader or, you know, Director of Studies or something has has said, look, we want to do this course in English.

[P10]

YES, YES, OFTEN, OFTEN.

Researcher

OK. So what what are the reasons that they give for that when they come to you for wanting to change to English, is it just the ones you've already given or did they have a different-

[P10]

The program you mean the uh PROGRAM or a singular lecture?

Researcher

A PROGRAM.

[P10]

The program? Yes, it's it, it COMES in in most of our cases from the bottom.

Researcher

Really. Really. Right. Yeah.

[P10]

Yes.

Researcher

And they-

[P10]

It's not a dictate from above ((smiling))

Researcher

No ((laughing)), but they give, they they give the same reasons you've given to me, or do they give a different perspective of WHY they want to?

[P10]

WE say them, we want that they DISCUSS a change and often they the new colleagues come from the UK come from I don't know wherever, and they do not have enough staff to teach it in German ever[?]. They say we want to change or we want to change our program into German AND English as TWO languages. It's impossible to.

Researcher

So uh have there ever been any cases where someone's come to you and said, well, we want to change this into English and where you've said, well, no, it would be better as a bilingual program or it would be better as a German program um.

[P10]

Biling- bilingual, it's sometimes uh the result of our discussion to STAY only in uh German as the teaching language. It's NOT our policy. I I do not agree, because our LAW says when if the TEACHING language in the curriculum is only German, you have to if you want to hold ONE lecture in English, you have to ask ALL the students if they agree and when ONE student say no, I don't agree, I want the lecture in in German, then you have to do it in German.

This is the the LEGAL framework and THEREFORE in our curriculum we changed uh our language in German AND English as possible.

Researcher

Is that that is the is the legal framework from your own statutes as well, I think-

[P10]

No, NO, that's an from the university law.

Researcher

OK. So, but you still DO have quite a lot of master’s in German, don't you? So.

[P10]

Sorry?

Researcher

At at the moment. You you still do have quite a LOT of master's that are in German, but.

[P10]

German AND English.

Researcher

Are most of them in German and English, like they're bilingual and?

[P10]

Yes, yes ((nodding))

Researcher

OK.

[P10]

In MOST of our sto- study programs, you are ABLE to FINISH them in English. You have to make special negotiations with a TEACHER or with a uh uh it's a in context of an exam, you have to DISCUSS with the teacher, the scientist to get a special opportunity, but in a LOT of fields you can FINISH a study program in English only if you want in special in a special case.

Researcher

And so if somebody came to you from um a program leader or something and said, well, I want to change this into English, this FROM German into English and use, have there ever been any cases where you've said no, it's better as a bilingual program. Do you sometimes prefer a bilingual program over an English only program? Is there any reason that this might happen or is that not the case?

[P10]

((Shaking head)) I'm not sure. SOMETIMES people say we want to change in English and the LEGAL framework says if the language in the curriculum is ONLY English, you are obliged to teach ALL the lectures and seminars in English. And sometimes people want to hold a 'Lehrveranstaltung' in German and it would not be possible if the curriculum says ONLY English, and SOMETIMES researchers say, OK, if it is not possible to hold ONE lecture, ONE seminar in German, THEN we write German AND English in our curriculum uh BECAUSE it may be there is a person who wants to teach in in German too. This COULD be the case.

Researcher

OK. And how about if you have concern about-

[P10]

It's not a, it's not a really POLITICAL question, it's a PRACTICAL question because our law says if the LANGUAGE is this defined in our curriculum ALL the 'Lehrveranstaltungen' have to be in THIS language, and therefore sometimes we use German AND English. And ANOTHER case is if you want to limit the number of students in a master's program, you HAVE to make the program in English because our law say- says we can RESTRICT the numbers of students ONLY in 'Fremdsprachenprogram'.

Researcher

Yep. Um and what would be the reason to try to limit it in this way? Umm so?

[P10]

We have not enough places in our labs.

Researcher

Mm-hmm. So is it resources then, it's mainly about resources.

[P10]

Yeah, yes, yes. RESOURCES. Yes, yes, yes. Not enough STAFF.

Researcher

And and how about the case of, you know, if you want your BA students who are doing an undergraduate degree in in German to be able to progress to master's, is that also a reason why you want, might want a bilingual program over an ENGLISH program or does that not factor into the discussions or concerns? Not really?

[P10]

((Shaking head)). Not, not really.

Researcher

OK.

[P10]

If in SOME English language programs we can test the students if they have enough English competences, yes.

Researcher

OK.

[P10]

The ENGLISH programs are more in in interdisciplinary fields, not in the consecutive way in the consecutive, in the consecutive LINE we have a lot of German AND English programs on the master's level, and the in INTERDISCIPLINARY master programs there in this field with [subject area], [subject area], [subject area], [subject area] and so on, these are study programs with English as teaching language.

Researcher

So it MIGHT be a consideration then CONSECUTIVELY if you've got the EXACT same program at master's that you might have at the SAME language as the undergraduate degree, is that right or?

[P10]

No, no, this is not important. No, no, this is not the, we have a, no, this is not a the the motivation.

Researcher

OK, but you're allowing students to continue their studies, basically to master's degrees, so.

[P10]

Yes, yes, yes ((nodding)).

Researcher

So, so if it's uh EXACTLY the same subject area, sorry, I thought you said that often you will have a master's degree in German, which is EXACTLY the same subject as the undergraduate degree. But if it's INTERDISCIPLINARY, there's a tendency more for it to be in English. Did I understand that right? Yeah, yeah.

[P10]

Yes, yes, yes.

Researcher

So, so then, that's why I'm saying um that the the exact-

[P10]

But in [subject area], for example, [subject area] is a study program on the bachelor's level, we have German AND English; on on the master’s level, it's ONLY in English.

Researcher

Yeah, but that recently changed, didn't it?

[P10]

Yes, yes ((nodding)).

Researcher

OK. Um, so-

[P10]

And [subject area] is an English, I think [subject area] is an English program, FULLY English program. We changed it, I think last year. [Subject area] is an English program on the master's level.

Researcher

Umm.

[P10]

But this is the this is the specific specific situation of the [disciplinary area].

Researcher

Right.

[P10]

Where ALL the discussions, the scientific discussions and the publications are, the RELEVANT publications are in English.

Researcher

Hmhm. Right. Can I, I'll just ask a few GENERAL questions. If they are TOO general, just skip them because it may be you may be thinking, what am I supposed to say to this? But in general, what are the benefits of academic programs being in English in, in your view? What what do you think the main benefits are?

[P10]

The benefits for the students are we can be attractive, we can REACH international, international community of students. If the scientific language is dominated by English, therefore I think it's senseful to USE this language in the courses where the MOST important publications are.

Researcher

Hm-hm.

[P10]

And uh, the advantage for our scientists, for INTERNATIONAL scientists uh, that they can TEACH in English here.

Researcher

OK, so it's mainly about attracting students AND international staff. And how about in terms, oh no so you mentioned research, didn't you, so?

[P10]

Exactly. Exactly, yeah.

Researcher

And in terms of, umm, PRESTIGE or PUBLICATIONS or uh RANKING factors, do you think this ties into, it's in any way?

[P10]

YES, it's important for for rankings to be international pos- to have an international position, but it is NOT the consequence of our aim to increase our position in rankings. It's our 'Überzeugung'. We are CONVINCED that we SHOULD be and we ARE an international university. And RANKING fact- rankings are the consequences but NOT the first thing.

Researcher

OK ((nodding)). And how about the opposite side? So do you think there are there any challenges that there's increasing use of the English language PRESENTS to you? Are there any challenges?

[P10]

SOMETIMES in SOME fields, if the TEACHERS are not good enough in English or if you know in some FIELDS our researchers say that the GERMAN language is more precise. And, in some fields, it's important to teach in German too, and to make publication- publications in German too. I think it's a question of the RESEARCH field of the TOPIC you are researching and in SOME fields, yes, it's OK to use the German.

Researcher

And which I mean you said mentioned before fields that have a rich tradition of of scientific inquiry in German. So are you talking about [subject area] or which kind of fields are you mentioning?

[P10]

We have, yeah, sometimes [subject area]. But in [subject area] we have a lot of colleagues uh who teach in ENGLISH. We have a colleague from Finland, from the Netherlands, colleagues who were in the UK and the USA and they SOMETIMES or FULLY teach in English. Sometimes in [subject area] or [subject area], uh it's obviously, uh or in [subject area], in [subject area], in the field of [subject area]. [Subject area] is a SPECIAL field, you know, it's NOT so international 'aufgestellt' than other fields, yes.

Researcher

And and do you think there is any kind of RISK that subject areas that are regional, like [subject area], and if you're looking at Austrian [subject area], for example, that these subjects will kind of LOSE their their STATUS or will struggle for funding or something in future?

[P10]

No, we have a, we have a new study program, [name of subject]. It's a new study program, bachelor and master, and it's ATTRACTIVE for students. We are overbooked, FULLY overbooked. We have 200 places on the bachelor's level and 700 interested students. Uh, yes, it's a NEW offer from the [case study university] in the field of internationalization of [subject area].

Researcher

Right, right. And for those who want to study AUSTRIAN [subject area], um it's, well, there's some-

[P10]

They they they get ALL the ALL the subjects you NEED for [Austrian authorization], you need to be a [practitioner] in Austria, for example, in the [name of subject] too.

Researcher

It that is that a threat then to the German um the German qualification or the German language one, or not.

[P10]

No, no, no, no ((shaking head)).

Researcher

So you will also have other [?]-

[P10]

It's a ADDITIONAL it's an ADDITIONAL competence, internationalization, it the study program, takes one year more, and you get MORE international competences, but you get ALL the Austrian competences too.

Researcher

So um you mentioned that you didn't feel there was much of a push from the BMBWF or at least the national document is irrelevant to you because you have your OWN motivation to internationalize. Are there any other forces from above, for example from the EU or any other drivers from above that might affect English language uh programs, do you think? For example, RESEARCH funding or things that might have an effect INDIRECTLY on English.

[P10]

I think I think the the surrounding factors are financing projects from the EU and so on, they have an impact for MORE internationalization and more change the change to English as the working language in GENERAL. It's a it's a trend, but I cannot IDENTIFY a DIRECT influence.

Researcher

Right.

[P10]

I think it's the SURROUNDING situation in general.

Researcher

Yeah, um-

[P10]

OK, I only have a few minutes.

Researcher

Yeah, sorry I I'm on my last question, which was, is there anything else YOU'D like to mention that I haven't given you a chance to talk about it because maybe I've missed something obvious or there's, you know, something really important in this topic?

[P10]

I think, uh, we talked about our topic in DETAIL ((laughing)) and if you have some questions, you can contact me.

Researcher

Oh, thank you so much. And, no it's been brilliant, you've given me so much from this, really comprehensive. So it's been really helpful also to get the perspective from your area from as, you know, as the [governance role]. I I hope you [redacted identifying information] ((laughing)).

[P10]

((laughing)) I'm sure.

[P10]

OK. Thank you very much. Have a good time and if you want to contact me, feel free.

Researcher

Oh, thank you so much.

[P10]

Goodbye.

Researcher

Bye then. Bye.